






# Eat Smart Be Smart

## Tuning In

-  **Grade Level:** Fifth      **Lesson Time:** 50 Minutes
-  **Integrated Subject Areas:** Writing and Health Enhancement
-  **Montana Content Standard:** Writing 2: Students apply a range of skills and strategies in the writing process. Writing 6: Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.
-  **Montana Content Standard:** Health Enhancement 5: Students demonstrate the ability for use critical thinking and decision making to enhance health.
-  **Objectives:** Students will identify and interpret common advertising messages and techniques; examine and understand body image messages in the media; understand that media advertising often provides false and unrealistic images of body perfection.

## Lesson/Activity

1. Using the teacher reference handouts, introduce the lesson by reviewing advertising facts. This lesson focuses on advertisements and media messages and how they convey messages to us about how we are supposed to look or feel. Ask the students for the answers to the following questions. The suggested answers are in parentheses.
  - A) What types of things do you see advertised on TV? (food, drink, products)
  - B) What do you think the purpose of the advertisements are? (to get you to buy what they are advertising)
  - C) What things do companies include in their ads to sell their product?  
(animation, music, bright colors, celebrities)
  - D) What do some advertisements say the product will do for you?  
(stronger, smarter, more fun, happier, look better)
2. Explain that everyone is bombarded by the advertisers with messages about the "ideal" or "perfect" body shape and size. Ask the students examples where they have seen this type of message in the media. (TV, radio, computers, billboards, magazines, newspapers)
3. Ask the students if they can define what "body image" means:
  - A) how you see yourself when you look in the mirror or how you picture yourself in your own head;
  - B) what you believe to be true about how you look;
  - C) how you feel about your body (height, shape, weight); and
  - D) how comfortable you feel in your body;

Explain the difference between positive and negative body images. A person with a positive body image is confident and comfortable with their body, understands that physical appearance doesn't define character, and accepts their unique body shape. A person with a negative body image has a distorted perception of their body, thinks they are not attractive, and are ashamed and uncomfortable with their body.
4. Ask the students to write a statement about their own body image in their health journals. They don't need to share this statement with anyone but should identify whether they have a positive or negative body image in their own mind. Using the information on the teacher reference handout, Move Toward a Positive Body Image, encourage the students to recognize their attributes. Brainstorm and write a few examples on the board. Ask the students to write down a few positive characteristics of themselves in their health journal.

## Materials Needed:

- A copy of Become a Critical Viewer and Scene A Script for each student.
- One copy of the Dear Friend letter for the teacher.
- Teacher References: Move Toward a Positive Body Image and Does the Media Influence You? Handouts.

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5. Turn the students' attention to how the media can have an influence on how we feel about our body image. The media constantly shows people that are very thin or muscular and are portrayed as happy, successful, and popular. Point out to the students that the reality is that the average American woman is 5' 4" and weighs 140 pounds while the average model is 5' 11" and weighs 117 pounds. Most fashion models are thinner than 98 percent of women. Advertisers want to sell products. They want us to feel insecure or anxious and believe that if we use their product we can look like the models and feel better.
6. Ask students why they should or shouldn't believe the advertisements they see. Encourage the students to be media savvy by recognizing that the goal of advertising is to increase sales and revenues for the company. The people in the ads are paid to look a certain way. They often have people that do all their cooking for them and come to their house and help them exercise. Computers are also often used to change pictures to make the person look thinner or more muscular. Is this realistic for us?
7. Explain that all of our bodies are made differently and we are all unique. We can do things to help our bodies feel better by eating healthy foods, playing and getting plenty of rest.
8. Distribute a copy of Scene A Script to each student. Starting at one end of the classroom, have each student read a part from Sam and Bob's conversation. A few students will get to make up the station call letters, music group and song title. What is the ad for? What does the ad promise? Do you believe this ad?
9. Point out that many ads promote diets. People spend millions of dollars trying to lose weight. Diets don't work! What people need to do is to eat a variety of healthy foods and be physically active every day. Using the MyPyramid meal plan is the best way to go. We need to eat three meals and a couple of snacks each day. Skipping meals to lose weight is very unhealthy and usually backfires by making our bodies use fewer calories than before the diet.
10. Project the Dear Friend work sheet onto the board and ask students to write a letter in their health journals to this friend. The letters would be a great basis for a future class discussion if time allows.
11. Reinforce the main points: everyone has a different body; we must make realistic choices in order to keep our bodies healthy; we should be aware of advertising; and realize that it's the inside that counts!
12. To close the lesson, distribute the Become a Critical Viewer work sheet as a homework assignment. Use this assignment as a basis for a class discussion to compare the different types of advertisements.

### Outcome Goals



Students will be able to identify, interpret, evaluate, and understand media messages as they relate to body image.

### Extending the Lesson

-  Children need to be physically active each day as a part of maintaining a healthy body. It is recommended that they get 60 minutes (one hour) of moderate to vigorous physical activity each day. Moderate or vigorous physical activity are those that work up a sweat like playing soccer, hide and seek, or basketball. Have the students complete the attached work sheet, Activity Alphabet. See answer key for ideas but answers can go way beyond this list.

# Eat Smart Be Smart

### Acknowledgments/Adapted From

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